



Admissions Policy

Last revised: January 2021

Admissions Policy

RGS Guildford Dubai Admissions policy

This is a Whole-School policy.

It should be read in conjunction with the following policies:

- Inclusion Policy
- Able, Gifted and Talented Policy
- EAL Policy

1. Purpose

- The Royal Grammar School Guildford Dubai (RGS GD) is a co-educational school for pupils from ages 3 – 18. We are currently accepting applications from academic year 2022 from Early Years to Year 7, and the school will grow year by year. Our curriculum has clearly defined knowledge and skill expectations underpinned by rigorous academic standards and is aligned with the English National Curriculum.
- RGS GD aims to enrol pupils who have the potential to flourish in the academic environment the school provides, to benefit from the wide-ranging education on offer, can take full advantage of the opportunities available and can participate fully in the life of the school. The admissions process helps to ensure that there is a good match for the benefit of all concerned.
- RGS GD fosters a strong community with high academic aspirations for all its pupils, is committed to inclusion and support of each pupil and has excellent pastoral care.
- We invite all prospective parents to make an appointment with our Admissions Team to take the time and discuss the educational needs of the pupil. We consider each application individually, considering academic ability, behaviour, and additional learning needs. Those who wish to apply for a place at our school are required to sit an assessment appropriate to the age and stage of the child in their learning.
- With inclusivity as one of its core values, RGS GD welcomes students of determination and all prospective pupils regardless of nationality, race, gender, religion, or social class.
- RGS GD will ensure that all prospective parents and pupils are treated fairly, equally, and consistently, that admissions criteria are clear, transparent, and accessible.
- RGS GD welcome pupils into every year, depending on availability of places and will offer places to pupils who have completed the school's admission process for the appropriate year group and met the school's admissions criteria.
- RGS GD aims to make the admissions process as smooth and transparent as possible for both prospective pupils and parents alike.

2. The School

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- The school offers a British curriculum to boys and girls, from age 3 and will become a through school to 18.
- At RGSGD Our curriculum maintains a balance between ‘what’ is to be learnt and ‘how’ it is learnt. Our learning habits are central to school life and interwoven throughout each pupil's curricular and co-curricular experiences. The RGSGD Learning Habits are the characteristic behaviours and attributes which students develop in order to thrive as they progress through school, university and beyond. The six Learning Habits are: Organisation, Engagement, Imagination, Perseverance, Aspiration, Reflection.

3. The KHDA

- The Knowledge and Human Development Authority (KHDA) is the educational quality assurance and regulatory authority of the Government of Dubai. The KHDA regulates private schools in Dubai.
- There are certain requirements that must be met by both parents and the school to enable your child to attend RGSGD.
- The KHDA provides a Parental Guide for School Admissions on their website <https://www.khda.gov.ae/> which sets out essential information for parents.

4. Admissions Criteria

- The school's admissions criteria are that:
 - i. The pupil can function in a mainstream class, with appropriate support. Specific learning difficulties and disabilities may not prevent pupils from joining the school, provided all information and documentation is shared with the school prior to assessment and the school is satisfied that it is able to meet the needs of the child fully. The school is able to modify the curriculum accordingly to enable all pupils to achieve.
 - ii. The pupil has sufficient English language skills appropriate to their age, to participate fully.
 - iii. Show a clear and visible commitment to the ethos of the school

5. Equal treatment

- RGSGD encourages all its pupils to respect and serve other people regardless of ethnic origin, culture, gender, sexual orientation, gender reassignment, linguistic background, special educational need, religion, or disability. The school condemns any form of prejudice or denial of equal opportunity in these areas. Those in a position of responsibility will seek to ensure that all pupils benefit equally from its provision. RGSGD welcomes applications from all children and understands that some children require additional support or different access arrangements.
- We fully support the inclusive aims of the Government of Dubai ‘My Community’ initiative, which seeks to ensure persons (and children) with disabilities can participate in education, recreation, arts, sports, and culture, establishing Dubai as a fully inclusive, disability-friendly city by the year 2020.

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- The RGSGD Admission Policy and aligns with the Dubai Inclusive Education Policy Framework (p19) and the Directives and Guidelines for Inclusive Education (2020).
- The school's admission policy adheres to the stipulations of the ***UAE Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai*** (especially Article 4 clause 14; Article 13, clause, 16Article 23 clause 4) – summarised as follows:
 - i. **Article 4 Clause 14:** To establish the conditions, rules, and standards that are required to facilitate the enrolment and integration of Students with disabilities in Private Schools;
 - ii. **Article 13 Clause 16:** To treat its students equitably and not discriminate against them on grounds of nationality, race, gender, religion, social class, or special educational needs of Students with disabilities;
 - iii. **Article 23 Clause 4:** To provide a special needs friendly environment and academic programmes appropriate for Students with disabilities in accordance with the rules and conditions determined by the KHDA and the concerned Government Entities in this respect.
- The School is committed to:
 - i. an entry policy which makes no discrimination on the grounds of ethnic origin, disability, or religion;
 - ii. the promotion of a culture within the School which actively discourages discrimination on the grounds of ethnic origin, gender, disability, or religion;
 - iii. providing a curriculum which emphasises positive aspects of, and contributions to, a healthy and tolerant lifestyle regardless of culture or gender;
 - iv. within the constraints of existing buildings and location, ensuring that disabled members of the school community are not unreasonably disadvantaged.
 - v. preventing instances of discrimination on the grounds of ethnic origin, religion, or disability and to take appropriate action.

6. Inclusion

- RGSGD encourages and supports all pupils, including those enrolled and identified as having additional and/or Able Gifted and Talented, EAL and both National and International pupils to become confident, global minded, enthusiastic lifelong learners who strive to achieve their full potential.
- It is our intention to create a harmonious and inclusive learning community where pupils can thrive socially, emotionally, and academically.
- RGSGD considers a number of influencing factors when considering enrolment applications to support the facilitation of a natural pupil population, our commitment to inclusion and the optimal provision of support for all pupils.

7. EAL Admissions

- RGSGD admits EAL pupils on the same basis as non EAL pupils.

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- Additional languages regularly spoken by pupils should be brought to the school's attention during the admission process.
- Additional assessment may be undertaken at the admissions stage so that the appropriate level of support can be put in place. Pupils are required to have sufficient English to be able to complete the assessment without the need for translation. As such, entrance assessments will be prepared, considering the child's level of English. Additional support may be required to support the transition of the pupil into the school and the development of English language skills. There may be an additional charge to parents if a 1:1 support is deemed to be required.

8. Applications from Schools teaching a different curriculum

- RGSGD teaches a British curriculum and welcomes applicants who have been learning within a different curriculum.
- KHDA requirements may mean that parents are required to sign a demotion certificate in order to join the school on a different Year Group.

Age on 31st August	Year Groups of Pupils in 13 Year System British	Grades of Pupils in 12 Year System
3	FS 1	Pre KG
4	FS 2	KG 1
5	Year 1	KG 2
6	Year 2	Grade 1
7	Year 3	Grade 2
8	Year 4	Grade 3
9	Year 5	Grade 4
10	Year 6	Grade 5
11	Year 7	Grade 6
12	Year 8	Grade 7
13	Year 9	Grade 8
14	Year 10	Grade 9
15	Year 11	Grade 10
16	Year 12	Grade 11
17	Year 13	Grade 12

9. Admissions process

- Enquiries are welcome at any time.
- The admissions process has 3 stages: application, assessment and acceptance.

Application

- Before being considered for a place at the school, an applicant's parent or guardian must complete the online application form and pay the non-refundable application fee.
- All applicants will be considered in the same way.
- The school will hold and process information about candidates and their parents for the purpose of making decisions about the offer of a place for the pupil.

Assessment

- The school aims to provide a happy, purposeful environment for pupils, and we try to demonstrate this on assessment days by putting candidates at their ease and making it as pleasant an experience as possible.

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- Assessment procedures for pupils joining the different year groups are detailed above, but there are several rules which are common to all:
- The application process starts when the application together with the last year school reports are submitted to the Admissions department for review.
- Invitation for a formal entrance assessment and interviews with senior members of the academic team, including the Heads of Inclusion (where applicable) are sent to the applicant.
- The school does not provide examination marks to candidates' parents as it considers these to be meaningless in isolation, but the Principal is always happy to discuss the child's performance.
- **Early Years Assessment Process**
 - ☐ For entry into Nursery and Reception, the prospective pupils and their parents will be invited to attend a short play session with Early Years staff.
 - ☐ The pupils will be assessed through play-based activities, pupils will share colour, shapes, number and letter awareness. These will relate to the primary areas of the British Early Years Curriculum
- **Prep Assessment Process**
 - ☐ The assessment for prospective pupils in this age group is in two parts. Completion of both parts is required.
 - ☐ The academic team will observe and speak with prospective pupils to assess their ability to access the English language, speech, behaviour, and social interaction to determine the development stage for their age. The assessments will be very informal so that pupils are at ease and comfortable while a member of the Senior Leadership Team gets a feel of their character and personality.
 - ☐ Pupils will work through some maths, reading and writing tasks, taken from the age-appropriate stage of the British curriculum. We will look at the methods and strategies pupils have when working and their approach to learning.
- **Senior Assessment Process**
 - ☐ For entry into Senior School, prospective pupils must submit their latest school report and their CAT4 results to the admissions department.
 - ☐ The academic team will review the school reports.
 - ☐ The prospective pupil will be invited for an interview with the Principal to get a feel for the pupil's character, interests, values and aspirations.
- **Pupils of determination**
 - ☐ The school wishes to make itself as accessible as possible to pupils of determination within the constraints of access to buildings, etc, but it is important that the school is advised of the nature of any disability before the child comes to an assessment.
 - ☐ On the assessment day, a special examination room can be set up if required.
 - ☐ Dyslexia and other learning difficulties: Parents are asked to send in a copy of the most up-to-date psychologist's report before the day of the assessment.
- **Physical disabilities of a temporary nature**

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- ☒ If a candidate has an injury which temporarily prevents them writing (broken arm, etc), an amanuensis and/or computer can be provided or, if appropriate, the assessment day can be postponed.

- **Partially sighted candidates**

- The school can provide large print assessment papers if parents notify the school at Application.

- **Acceptance**

- ☒ Acceptance may be either conditional or unconditional.
- ☒ For an unconditional acceptance, parents confirm acceptance of the place by returning a signed admission agreement and paying a non-refundable Registration Fee of 10% of the tuition to confirm your child's place at RGS GD within 7 business days from the offer of acceptance. This payment will be offset against the first term's Tuition Fee.
- ☒ In some circumstances there may be a conditional acceptance which means that the pupil is accepted, subject to some additional criteria being met within an agreed timeframe. These will be clearly documented in the admissions agreement.
- ☒ In order to confirm the pupil's place, parents must meet the requirements of the KHDA, including submitting all registration documents required by the KHDA and UAE authorities.

10. Joining the School

- We aim to make the transition to RGS GD as smooth as possible for both pupils and parents
- When joining at the start of the academic year, the new pupil and their parents are invited to meet key staff members.
- Information about school uniform, rules and regulations, co-curricular activities, etc. is provided in plenty of time.
- For pupils joining at other times of the year, a personalised programme is arranged through the Admissions Department.

11. Admissions during COVID-19

- During the current pandemic, the admission process will be run on a contactless basis – see KHDA requirements

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Document author	Caterina Perlini
Date of publication	January 2021
Review date	Annually

Audience	
Audience	Staff, Parents, Pupils

Consultation (if appropriate)	
Consultees	

Related documentation	
Related RGSGD documentation	
Related external documentation	

Connections	
Connection with inspection framework	
Connection with national agenda	